DOCUMENT RESUME

ED 377 766 HE 027 950

AUTHOR Obiakor, Festus E.
TITLE Multiculturalism in the University Curriculum: Infusion for What?
PUB DATE Nov 94
NOTE 23p.; Paper presented at the Regents Conference on Diversity and Multiculturalism in the University Curriculum (Manhattan, KS, November 14-15, 1994).
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Affirmative Action; *College Curriculum; Community Involvement; Course Descriptions; Cultural Differences; *Cultural Pluralism; *Educational Attitudes; *Educational Change; *Educational Strategies; Educational Trends; Futures (of Society); Higher Education; *Multicultural Education; Student Evaluation; Teaching Methods
IDENTIFIERS *Diversity Concept

ABSTRACT

This paper addresses the question of how to infuse multiculturalism and diversity into American higher education curriculum. It argues that mutliculturalism is not a fad, but a dynamic framework that values the complex diversity of America's pluralistic society and institutes innovative avenues for shared human interactions. The infusion of multiculturalism into higher education enhances the quality of education and exposes students to previously ignored or under-represented ideas and points of view. To achieve a multicultural curriculum, educators need to address: (1) test usage and interpretation for recruitment, retention, and graduation; (2) responses to affirmative action regulations; (3) culturally-sensitive instruction; (4) community involvement; and (5) paradigm shift in society and higher education. A sample course syllabus and a topical discussion outline, both of which include a multicultural emphasis, are appended. (Contains 13 references.) (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 377 766

Multiculturalism In The University Curriculum: Infusion For What?

Festus E. Obiakor, Ph.D.
Associate Professor of Special Education
Division of Psychology and Special Education
Emporia State University
Emporia, Kansas 66801
(316) 341-5804 (W)
(316) 341-5785 (Fax)

BEST COPY AVAILABLE

IDE027950

Paper presented at the Regents Conference on Diversity and Multiculturalism in the University Curriculum, Manhattan, Kansas, November 14-15, 1994

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Festus E. Obiakor

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Multiculturalism in the University Curriculum:
Infusion for What?

> The philosophy of higher education was constructed along pragmatic lines. It tolerated a few voices, in the name of free speech and academic freedom, that criticized the separate but equal laws, but it cooperated with segregation and resisted change along with other elements of the society. (Westbrook & Sedlacek, 1991, p. 20)

The issues raised by Westbrook and Sedlacek (1991) still haunt America's higher education. The question is, Will higher education continue to endure this paradoxical existence in the 21st century? In 1954 after the Brown versus the School Board of Education, Topeka, Kansas case, there was an optimistic feeling that segregation would be eiiminated from America's school programs from elementary through university levels. However, forty years later after series of litigations and legislations, America's educational programs continue to struggle with the inclusion of members of minority groups and infusion of multicultural curricula. Pederson (1991) argued that "the real issue in schools is not whether or not there will be multiculturalism. The rapidly changing ratio of minority to majority culture people guarantees a multicultural future. The question is what kind of multiculturalism will survive." (p. 10)

Almost everyone I have talked to agrees that racism is repugnant, yet the mere mention of multiculturalism opens up a can of worms (Obiakor, 1994; West, 1994). We live in a dynamic society, however, there appears to be a discord between this dynamism and the entrenched culture of higher education. The question is, How can we add dynamism to America's higher education without disrupting the beauties of its sacred culture? In this paper, I acknowledge the possibilities of this merger and propose strategies for maintaining this merger without tears.

Multiculturalism: A Dynamic Construct

> Multiculturalism is a pervasive force in modern society that acknowledges the complexity of culture. During the last 20 years, multiculturalism has become recognized as a powerful force, not just for understanding "exotic" groups but also for understanding ourselves and those with whom we work in a complicated social context. (Pederson, 1991, p. 6)

Multiculturalism is not a fad. Pederson's (1991) statement reiterated the reality of multicultural inclusion and infusion in school programs. Some efforts have been made in our university communities. Those efforts have sometimes led to the "politically correct" or PC phenomenon which marginalizes the dynamic infusion of multiculturism into our curricula. According to Pederson, "What is distressing is that in the schools tolerance is having to be imposed rather than taught, substituting one repressive orthodoxy with another" (p. 9). We are almost caught between the deep sea and the devil. In spite of this confusion, multiculturalism provides a dynamic framework that values the complex diversity of our pluralistic society and institutes innovative avenues for shared human interactions. Put another way, multiculturalism offers a dynamic step forward and not a retrogressive step backward. Gollnick and Chinn (1994) summarized:

> Multicultural education is a concept that incorporates cultural diversity in schools. For it to become a reality in the formal school situation, the total environment must reflect a commitment to multicultural education. The diverse cultural backgrounds and microcultural membership of students and families are as important in developing effective instructional strategies as are their physical and mental capabilities. Further, educators must understand the influence of racism, sexism, and classism on the lives of their students and ensure that they are not perpetyated in the classroom. (p. 31)

Infusion For What?

America is (and deserves to be) the world power. We were challenged a few years ago when the Soviet Union launched the Sputnik. We were forced to dig deep into our human

resources to overtake the threatening economic, social and political force of the Soviet Union. Today, our challenges have come in different fashions from within; and how best to respond to these challenges have become troublesome. It is increasingly apparent that these challenges stem from an intricate colossal challenge, i.e., how best to assist *all* persons, even those from different cultures and socio-economic backgrounds, to maximize their God-given talents. Boyer (1994) indicated that "higher education and the larger purposes of American society - from the very first - inextricably intertwined" (p. 448). He added:

> I'm concerned that in recent years, higher education's historic commitment to service seems to be diminished. I'm troubled that many now view the campus as a place where professors get tenured and students get credentialed; the overall efforts of the academy are not considered to be at the vital center of the nation's work. And what I find most disturbing is the growing feeling in this country that higher education is a private benefit, not a public good. (p. 448)

It is evident from Boyer's (1994) statement that colleges and universities must provide programs and resources that link them to their communities. Colleges and universities have become "ivory towers" that have tended to downplay social pathologies that surround them. If not, why has the infusion of multiculturalism in university curricula become a burning issue? It is high time we began to proactively value and put into practice strategies to address this issue if we are going to survive in the 21st century.

Responses From Within

It is apparent that colleges and universities must revisit their mission to infuse multiculturalism in their curricula and personnel. These reasons are simple. Infusing multiculturalism enhances quality education. I define quality education as maximum learning which exposes students to "all sides of the coin." It does not (and should not) call for the dismantling of any culture. In other words, it is a fight against racism (and not a racist fight).

It is an education that capitalizes on the resources and endowments of all individuals. In addition, it is the most cost-effective way to tap human resources of all Americans. Finally, it is a dynamic appeal to value what has made America the greatest democracy in the world. As Siccone (1995) printed out:

> It is providing a real opportunity to develop educational methodologies that work for all students. I believe that all good education is student-centered. Teaching strategies such as individualized instruction, learning centers, experience-based learning, and cooperative learning are transforming classrooms from traditional teacher-directed lecture formats to student-centered environments. The same strategies are recommended for multicultural classrooms. Effective practices for teaching in multicultural setting are the same practices that characterize all good teaching. (p.iiii)

Our challenge today is not a threat from the Soviet Union. Our major challenge comes from within. Our response must also come from within. It cannot be legislated; and it cannot be imposed. In my 1994 text, *The Eight-Step Multicultural Approach*, I prescribed fundamental strategies for individuals and institutions willing to incorporate multiculturalism into their educational programs. First, we must know who we are. Second, when in doubt, we must learn the facts. Third, we must change our thinking. Fourth, we must use resource persons. Fifth, we must build self-concepts. Sixth, we must teach with divergent techniques. Seventh, we must make the right choices. And eighth, we must continue to learn. These strategies are mutually inclusive and dynamic. When they are static, individuals and institutions flounder in mediocrity. There are other specific ideas addressed in my text. They include:

1. *Test Usage and Interpretation for Recruitment, Retention and Graduation* -- Test scores are not good predictor variables of how minorities perform in colleges and universities. Divergent assessment modes (e.g., interviews, work samples, and letters of references) must be incorporated.

2. *Response to Affirmative Action Regulations* -- Many regulations impinge upon higher education. The "quota" mentality is dangerous. There must be "common sense" in recruiting and retaining minority students, faculty and administrators. Quality education and maximum learning should *never* be compromised. Colleges and universities must recruit and retain qualified minority students and faculty the way they recruit and retain good student athletes and coaches.

3. *Culturally Sensitive Instruction* -- College and university instructions must incorporate:

    a. Verbal interaction.
    b. Divergent thinking.
    c. Use of dialect.
    d. Presenting real-world tasks.
    e. Including a people focus.
    f. Cooperative learning.
    g. Peer/cross-age grouping.
    h. Peer tutoring. (Franklin, 1992, pp. 119-120)

In addition, these instructions must incorporate Multiethnic, Inclusive and Teach-Reteach Modification Models to maximize the potential of students and faculty (see Obiakor, 1994). Professors must create a multicultural environment that enhances self-concepts of students. Siccone (1995) developed a self-evaluating checklist for teachers. Below is the teacher checklist:

a. Am I tailoring my curriculum so that it is relevant to my students-their interests and ambitions as well as their cultural identity?
b. Am I aware of my students' various learning styles, and do my teaching strategies reflect this awareness?
c. Are the books and other materials I use reflective of diversity-ethnicity, culture, race, class, gender, age, handicapping conditions, and so forth?
d. Are the images on the walls, bulletin boards, and so forth also reflective of diversity?

e. Are a variety of family groupings, life-styles, and types of homes represented in my classroom materials?
f. Are the materials in the classroom nonsexist-showing both males and females in nurturing roles and depicting a variety of occupational roles and interest areas as being equally appropriate for girls and boys?
g. How is the seating arrangement consistent with my educational objectives, and how does it support all students in learning most effectively?
h. Have I provided opportunities for my students to help maintain the classroom environment so as to encourage their sense of responsibility?
i. Were the students involved in developing class rules (operating instructions, protocol, or agreements) so that they feel ownership for them?
j. Do I give my students opportunites to make choices in appropriate areas as a way of letting them exercise responsibility?
k. Have all my students set goals for themselves, and am I providing effective coaching that may be different for each child but equally empowering for all of them?
l. Have I embraced the idea of multicultural education to the point that it has become part of the very fabric of our classroom culture? (p. 187)

4. *Community Involvement* -- It is important that colleges and universities involve communities in which they exist. I have proposed the Comprehensive Support Model which involves families, schools and opportunities and choices provided by communities (see Obiakor, 1994). The College or university milieu must be understood by members of minority communities. Education must be taken seriously and not be viewed as a White people's prerogative. Businesses must be involved to provide scholarships and endowments as needed. In fact, all hands must be on deck.

5. *Paradigm Shift*--The responsibilities for change lies with colleges and universities. We must share in these responsibilities. We have endured our shocks; and most of us have survived the waves. Now is the time to prepare for shifts in power and paradigm. The best way to anticipate the future is to start very early to search for new meaning (see Frankl, 1984; Naisbitt, 1984; Toffler, 1971, 1982, 1991). We

must continue to learn innovative ways of doing things even when they appear heretical.

Conclusion

Infusing multiculturalism in the university curriculum is not an easy task. As I have indicated, it cannot be legislated; and it cannot be imposed from without. It must come as a commitment from within. Colleges and universities must revisit their mission of helping *all* persons to maximize their full potential. In the words of Gollnick and Chinn (1994):

> Teaching multiculturally means teaching about the real world--a world that includes individuals and groups with cultural backgrounds very different from one's own. As educators, we should understand that students receive cues about cultural differences not only in the classroom, but also from television, movies, advertising, and family discussions. We should be concerned about controlling or mediating many of these cues. Many misconceptions and distortions of individual and group differences are perpetuated through this social curriculum. It is our responsibility to help students understand the historical and contemporary experiences of their own and other groups. We live in an increasingly interdependent world and nation--a fact that requires us to learn to respect cultural differences and understand the differential power relationships that currently exist. (p. 311)

References

Boyer, E. L. (1994, March 9). Creating the new American college. *The Chronicle of Higher Education*, p. A48.

Frankl, V.E. (1984). *Man's search for meaning*. New York: Simm R. Schuster.

Franklin, M. E. (1992, October/November). Culturally sensitive instructional practices for African-American learners with disabilities. *Exceptional Children, 59*(2), 115-122.

Gollnick, D. M., & Chinn, P. C. (1994). *Multicultural education in a pluralistic society* (4th ed.). New York: Merrill.

Naisbitt, J. (1984). *Megatrends*. New York: Warner Books.

Obiakor, F. E. (1994). *The eight-step multicultural approach: Learning and teaching with a smile*! Dubuque, IA: Kendall/Hunt.

Pederson, P. B. (1991, September/October). Multiculturalism as a generic approach to counseling. *Journal of Counseling and Development, 70*(1), 6-12.

Siccone, F. (1995). *Celebrating diversity: Building self-esteem in today's multicultural classrooms*. Boston, MA: Allyn and Bacon.

Toffler, A. (1971). *Future shock*. New York: Bantam Books.

Toffler, A. (1982). *The third wave*. New York: Bantam Books.

Toffler, A. (1991). *Power shift*. New York: Bantam Books.

West, C. (1994). *Race matters*. New York: Vintage Books.

Westbrook, F. D., & Sedlacek, W. E. (1991, September/October). Forty years of using labels to communicate about nontraditional students: Does it help or hurt? *Journal of Counseling and Development, 70*(1), 20-28.

SAMPLE OF A COURSE SYLLABUS WITH MULTICULTURAL EMPHASIS

Portland State University
Portland, Oregon
Summer 1995 - Course Syllabus

Course: Serious Emotional Disturbance (SED): A Cultural Perspective; 1 Credit Hour

Instructor: Festus E. Obiakor, Ph.D. [Visiting Professor]
Associate Professor of Special Education
Division of Psychology & Special Education
Emporia State University
Emporia, Kansas 66801
(316) 341-5804 (W)
(316) 341-5785 (Fax)

Course Materials:

Text: Obiakor, F.E. (1994). The eight-step multicultural approach: Learning and teaching with a smile! Dubuque, IA: Kendall/Hunt.

* Assorted Handouts

Course Description:

This course provides the student with in-depth information on the characteristics, learning styles, expectations, and capabilities of students with serious emotional disturbances or behavior disorders. Information covers lifespan issues. Basic teaching and learning principles and problem issues affecting students with problem behaviors will be discussed and critically analyzed. This course is designed to help the student become a critical thinker, a creative planner, and a more effective practitioner. As a consequence, the student becomes innovative and visionary in providing quality, equitable, inclusive and cooperative education to all learners.

Course Objectives:

1. To provide an overview of the characteristics of behavior problems during the elementary, secondary, and post-secondary years.

2. To provide an overview of basic teaching principles and expectations associated with students with behavior problems.

3. To critically discuss current and future issues associated with the areas of behavior problems.

4. To critically analyze current practices for working with culturally diverse individuals with behavior problems.

Student Outcomes:

By the end of this course, the student will be able to:

1. **Describe contributions of other disciplines to the identification, classification, treatment, and education of students with behavior problems.**

2. **Describe types of instructional arrangements for students with behavior problems.**

3. **Explain the impact that state and national legislation, litigation and professional and parent organizations have upon the development of special education programs for individuals with behavior problems.**

4. **Describe concepts used to establish etiology, identify characteristics of behavior problems and select instructional and intervention strategies.**

5. **Describe and critically analyze procedures used to identify and classify serious emotional disturbance from normal standards and other exceptionalities in social, communication, cognitive, motor, and affective behaviors.**

6. **Describe contributions of family, biological, and environmental factors to the origin of behavior problems.**

7. **Evaluate the impact of assessment on students with behavior problems or those categorized as "at-risk."**

8. **Creatively vary instructional format and schedule to enhance pupil performance.**

9. **Select and apply creative and specialized methods to learners with behavior problems to become a more effective practitioner.**

10. **Describe the effects that multicultural factors (gender, race, socio-economic status, etc.) have on the incidence, identification, and intervention with individuals with behavior problems.**

Course Evaluation: Evaluation in this course will be based upon the following item:

1.	**Ten culturally sensitive strategies for classroom management of behavior problems**	= **190 points**
	TOTAL	**190 points**

Grading:

A = 175-190 points
B = 165-174 points
C = 155-164 points
D = 145-154 points
F = Below 144 points

Special Course Requirements: **This course requires students to be involved. It is absolutely important for students to explore the topics discussed in class using their experiences. There will be a project that explores ten culturally sensitive strategies of behavior management used for ten inappropriate behaviors seen in a self-contained classroom, resource room or inclusive classroom. Students should give reasons why they chose each strategy. Students are required to type and submit assignments to earn full points. Those experiencing problems in this course should not hesitate to contact the instructor as soon as possible for assistance.**

Date	Topic	Assignment
Day One	Historical Foundations (advocacy, legislation, & litigation): Cultural Perspectives	Text
Day One	Definitions, Classifications, Terms on Behavior Management: Cultural Perspectives	Text
Day One	Characteristics of Behavior Disorder; Introduction to Behavior Management; Identification, Screening, Assessment, Placement, and Instruction: Cultural Perspectives	Text
Day Two	Steps in the Behavior Change Process; Learning Theories & Behavior Management: Cultural Perspectives	Text
Day Two	Parental Involvement; Multicultural Issues in Behavior Management; Ethical Considerations	Text
Day Two	Critical Issues in Behavior Management (Today &	Text; Behavior Management Strategies

Tomorrow): Cultural Perspectives Due

NOTE: The extensive bibliography below provides additional readings and resource materials for students.

BIBLIOGRAPHY

Alberto, P.A., & Troutman, A.C. (1986). Applied behavior analysis for teachers (2nd ed.). Columbus, OH: Merrill.

Bell, D. (1992). Faces at the bottom of the well: The permanence of racism. New York: Basic Books.

Bos, C.S., & Vaughn, S. (1988). Strategies for teaching students with learning and behavior problems. Boston, MA: Allyn and Bacon.

Canfield, J., & Siccone, F. (1993). 101 ways to develop student self-esteem and responsibility (Vol 1). Boston, MA: Allyn and Bacon.

Canfield, J., & Wells, H.C. (1976). 100 ways to enhance self-concept in the classroom: A handbook for teachers and parents. Englewood Cliffs, NJ: Prentice-Hall.

Canter, L., & Canter, M. (1992). Assertive discipline: Positive behavior management for today's classroom. Santa Monica, CA: Lee Canter & Associates.

Carkhuff, R.R. (1978). The art of helping. Amherst, MA: Human Resource Development Press.

Coffey, H.S., & Weiner, L.L. (1967). Group treatment of autistic children. Englewood Cliffs, NJ: Prentice-Hall.

Craighead, W.E., Kazdin, A.E., & Mahoney, M.J. (1976). Behavior modification: Principles, issues, and applications. Boston, MA: Houghton Mifflin.

Crawford, D.K., Bodine, R.J., & Hoglund, R.G. (1993). The school for quality learning: Managing the school and classroom the Deming Way. Champaign, IL: Research Press.

Davis, W.E., & McCaul, E.J. (1990). At-risk children and youth: A crisis in our schools and society. Orno, ME: University of Maine.

Della-Dora, D., & Blanchard, L.J. (Eds.) (1979). Moving toward self-directed learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Deno, E.N. (1978). Educating children with emotional, learning, and behavior problems. Minneapolis, MN: University of Minnesota Leadership Training Institute/Special Education.

Erickson, M.T. (1987). Behavior disorders of children and adolescents. Englewood Cliffs, NJ: Prentice-Hall.

Gardner, H. (1993). Multiple intelligences: The theory in practice. New York: Basic Books.

Gargiulo, R.M. (1985). Working with parents of exceptional children: A guide to professionals. Boston, MA: Houghton Mifflin.

Glasser, W. (1984). Control theory: A new explanation of how we control our lives. New York: Harper & Row.

Glasser, W. (1986). Control theory in the classroom. New York: Harper & Row.

Glasser, W. (1992). The quality school: Managing students without coercion. New York: Harper & Row.

Gnagney, W.J. (1975). Maintaining discipline in classroom instruction. New York: MacMillan.

Goldstein, A.P. (1991). Delinquent gangs: A psychological perspective. Champaign, IL: Research Press.

Goodlad, J.I., & Lovitt, T.C. (1993). Integrating general and special education. New York: Merrill.

Gould, S.J. (1981). The mismeasure of man. New York: W.W. Norton.

Gronlund, N.E. (1970). Stating behavior objectives for classroom instruction. New York: The MacMillan Company.

Harry, B. (1992). Cultural diversity, families, and the special education system: Communication and empowerment. New York: Teachers College Press.

Hennings, D.G. (1975). Mastering classroom communication: What interaction analysis tells the teacher. Pacific Palisades, CA: Goodyear.

Hersen, M., & Barlow, D.H. (1982). Single case experimental designs: Strategies for studying behavior change. Oxford, England: Pergamon Press.

Hobbs, M. (1975). The future of children. San Francisco, CA: Jossey-Bass.

Jones, R.L., & MacMillan, D.L. (Eds.) (1974). Special education in transition. Boston, MA: Allyn and Bacon.

Kauffman, J.M. (1989). Characteristics of behavior of children and youth (4th ed.). Columbus, OH: Merrill.

Kauffman, J.M., Hallahan, D.P., Mosert, M.P., Trent, S.C., & Nuttycombe, D.G. (1993). Managing classroom behavior: A reflective case-based approach. Boston, MA: Allyn and Bacon.

Kozol, J. (1991). Savage inequalities. New York: Harper Perennial.

Kunjufu, J. (1984). Developing positive self-images and discipline in Black children. Chicago, IL: African-American Images.

Lewis, R.B., & Doorlag, D.H. (1991). Teaching special students in the mainstream (3rd ed.). New York: Merrill.

Lovitt, T.C. (1991). Preventing school dropouts: Tactics for at-risk, remedial, and mildly handicapped adolescents. Austin, TX: Pro-Ed.

Lovitt, T.C. (1989). In spite of my resistance . . . I've learned from children. Columbus, OH: Charles E. Merrill.

MDC, Inc. (1988). America's shame, America's hope: Twelve million youth at-risk. Chapel Hill, NC: Author.

Obiakor, F.E., & Algozzine, B. (1995). Managing problem behaviors: Perspectives for special educators and other professionals. Dubuque, IA: Kendall/Hunt.

Obiakor, F.E., & Stile, S.W. (1994). Self-concepts of exceptional learners: Current perspectives for educators (Rev. Printing). Dubuque, IA: Kendall/Hunt.

Park, C.C. (1982). The siege: The first eight years of an autistic child. Boston, MA: Little, Brown and Company.

Patton, J.R., Kauffman, J.M., Blackbourn, J.M., & Brown, G.B. (1991). Exceptional children in focus (5th ed.). New York: Merrill.

Peterson, R.L., & Ishii-Jordan, S. (1994). Multicultural issues in the education of students with behavior disorders. Cambridge, MA: Brookline Books.

Rich, H.L. (1982). Disturbed students: Characteristics and educational strategies. Baltimore, MD: University Park Press.

Rogers, C.R. (1951). Client-centered therapy. Boston, MA: Houghton Mifflin.

Rogers, C.R. (1961). On becoming a person. Boston, MA: Houghton Mifflin.

Rogers, C.R. (1980). A way of being. Boston, MA: Houghton Mifflin.

Salvia, J., & Ysseldyke, J.E. (1981). Assessment in special and remedial education (2nd ed.). Boston, MA: Houghton Mifflin.

Samuda, R.J. (1975). Psychological testing of American minorities: Issues and consequences. New York: Harper & Row.

Shea, T.M., & Bauer, A.M. (1987). Teaching children and youth with behavior disorders (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Siccone, F., & Canfield, J. (1993). 101 ways to develop student self-esteem and responsibility (Vol. 2). Boston, MA: Allyn and Bacon.

Simpson, R., & Regan, M. (1987). Focus on autistic behavior. Rockville, MD: Aspen.

Skinner, B.F. (1968). The technology of teaching. Englewood Cliffs, NJ: Prentice-Hall.

Steele, S. (1990). The content of our character. New York: Harper Perennial.

Stile, S.W. (1993). N=1 handbook: Designs for inquiry in special education and related services. Dubuque, IA: Kendall/Hunt.

Strang, R., & Morris, G. (1971). Guidance in the classroom. Toronto, Canada: The MacMillan Company.

Taylor, R.L. (1989). Assessment of exceptional students: Educational and psychological procedures (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Walker, J.E., & Shea, T.M. (1991). Behavior management: A practical approach to educators (5th ed.). New York: Merrill.

Wallen, C.J., & Wallen, L.L. (1978). Effective classroom management. Boston, MA: Allyn and Bacon.

Weis, L., & Fine, M. (1993). Beyond silenced voices: Class, race, and gender in United States schools. New York: State University of New York Press.

Wood, M.M. (1986). Developmental therapy in the classroom (2nd ed.). Austin, TX: Pro-Ed.

Wood, M.M., & Long, N.J. (1991). Life space intervention: Talking with children and youth in crisis. Austin, TX: Pro-Ed.

Zirpoli, T.J., & Melloy, K.T. (1993). Behavior management: Applications for teachers and parents. New York: Merrill.

Inclusion of Multicultural Exceptional Learners: A New Wine in an Old Bottle or an Old Wine in a New Bottle!

Rationale

1. Inclusive education is implicity or explicity required by law. Exclusive education has been the root cause of litigations and legislations. Examples include the 1954 Brown versus School Board of Education in Topeka, Kansas case and 1964 Civil Rights Act. Positive cooperative behaviors can be learned through inclusive learning and teaching. Such behaviors can combat negativism or the defeat cycle that has overtaken reality in our classrooms, schools and communities (e.g., one of our recent bestsellers focuses on how we can kill ourselves).

2. Recent reform and restructuring movements have emphasized accountability at all levels. The "quality" of education is continuously challenged.

3. Our changing demographics have far-reaching effects on our classrooms, schools and communities. We must inclusively educate all students in spite of their capabilities or weaknesses.

4. Teachers/educators are agents of change (i.e., education has a role to play in dealing with recent rates of divorce, single parent households, "babies" having babies, crime, murder, mistrust and civic irresponsibility).

5. Inclusive education makes sense--it fosters professional partnership and parental empowerment.

Caveats

1. The misrepresentation and misuse of existing legislations to exclude persons from culturally diverse and/or low socioeconomic backgrounds. It has again become fashionable to exclude people. Do we then need "new" laws? Can we legislate "respect" and "sensitivity" toward other people?

2. "Positive cooperative behaviors" are still based on European-centered behaviors. The more people advance socio-economically, the more they adopt behaviors of members of the dominant society (in this case, Anglo-American behavioral patterns). What happens to culturally different behaviors? Today in some quarters, respect for individual differences is ridiculed. Political correctness (PC) is the new alibi.

3. Inclusion, as a reform program, appears to have political underpinnings. Is inclusion a way to save instructional and personnel costs? Does "quality" education include "equitable" education?

4. **Inclusion, as an educational program, appears to masquerade multiculturalism or some aspects of special education. What happens to multicultural exceptional learners whose problems are multifaceted? How ready are general and special educators to respond to these multifaceted problems? How prepared are teacher education programs for inclusive faculty, students and administrators?**

5. **The majority of public school teachers come from the dominant society. If we assume that teachers are change agents, why does "multiculturalism" open up "a can of worms" for general and special educators?**

Basic Values Undergirding Inclusive Learning and Teaching

1. **Concepts of individual differences (inter- and intra- individual differences).**

2. **Universal values and virtues of life and spirituality.**

3. **Ingredients of nature and nurture.**

4. **Our strengths and weaknesses.**

5. **Changes and shifts in paradigm as we solidify our philosophy.**

6. **"Maximum" learning.**

7. **"Effective" teaching or "real pedagogical power."**

8. **Cooperative/Collaborative education.**

9. **Multicultural education.**

10. **Smiles and humors.**

Critical Issues on Value #1

A. **Can general and special educators predict students' likes and dislikes (music, car, food, political party, etc.)?**

B. **Can general and special educators predict how many times a student's moods change in one day or week? Based on these mood changes, can they predict his/her personality, intelligence or self-concept? Can his/her multiple intelligences and multidimensional self-concepts be appreciated and valued in school programs?**

Critical Issues on Value #2

A. How can general and special educators define values? Do values and virtues depend on culture, gender, age, place, time and situation?

B. Who still remembers the 10 Commandments? Who disagrees with any of them? How do they enhance teachers' and students' virtues despite their differences?

Critical Issues on Value #3

A. Are there similarities in "natures" and "nurtures" of general and special educators, parents and students?

B. Are there differences? If so, are these differences "good" or "bad?"

Critical Issues on Value #4

A. Do "times" change? What are impacts of these changes on general and special educators, parents and students?

B. How can people move from step one to step two of the ladder of progress without denying step one? Is there a price to pay for such a denial?

Critical Issues on Value #5

A. Why do we have to know different strengths of parents and students?

B. Are parents and students deficient because of their weaknesses? What is "perfection?" Can people ever arrive at "Utopia?"

Critical Issues on Value #6

A. How can the term "maximum learning" be explained? Is the traditional definition of "quality education" a narrow explanation of maximum learning? Why?

B. Can maximum learning be achieved without equitable education? How?

Critical Issues on Value #7

A. How can the term "effective" teaching or "real pedagogical power" be explained?

B. Can effective teaching be achieved without regard for individual differences? If not, why?

Critical Issues on Value #8

A. Who still remembers the landmark case of 1954? Are we surprised that 40 years later general and special educators are still challenged to respond to inclusion and collaboration in classrooms, schools and communities?

B. Should general and special educators "include" or "exclude" atypical students in the educational process? Who should they "include?" Who should they "exclude?" Why?

Critical Issues on Value #9

A. How can the term "multicultural education" be explained?

B. What cultures should general and special educators "include" in school programs? What cultures should they "exclude?" Why?

Critical Issues on Value #10

A. Why should general and special educators smile in this time of change? Can "closed-mindedness" be a disease? Why?

B. How can smiles and humors be antidotes to the disease of "closed-mindedness?"

Important Prescriptions for Inclusive Learning and Teaching

1. Knowing who we are and who others are.

2. Learning the facts when we are in doubt.

3. Changing our thinking after learning the facts--if we do not change, we will be consumed by change.

4. Using resource persons (e.g., parents and community persons) as we change our thinking.

5. Building self-concepts of people who interact with us.

6. Teaching with divergent techniques as we build self-concepts.

7. Making the right choices as we teach with different methods.

8. Continuing to learn as we shift our paradigms and solidify our knowledge of the Comprehensive Support Model for our students.

Suggested Readings

Algozzine, B., & Obiakor, F.E. (1995, Spring). African-American quandaries in school programs. *Scholar and Educator, 17* (2), 74-88.

Ford, B.A., Obiakor, F.E., & Patton, J.M. (1995). *Effective education to African-American exceptional learners: New perspectives.* Austin, TX: Pro-Ed.

Obiakor, F.E. (1993). Multiculturalism: Critical issue facing teacher education programs. In *Bueno Center for Multicultural Education Monograph Series*, Vol. 9, No. 1 (pp. 1-16). Boulder, CO: University of Colorado.

Obiakor, F.E. (1994). *The eight-step multicultural approach: Learning and teaching with a smile!* Dubuque, IA: Kendall/Hunt.

Obiakor, F.E., & Algozzine, B. (1994, Fall). Self-concept of young children with special needs: Perspectives for school and clinic. *Canadian Journal of School Psycholgy, 10* (2), 123-130.

Obiakor, F.E., Algozzine, B., & Ford, B.A. (1993, October). Urban education, the General Education Initiative, and service delivery to African-American students. *Urban Education, 28* (3), 313-327.

Obiakor, F.E., & Barker, M.C. (1993, Winter). The politics of higher education: Perspectives for African-Americans in the 21st century. *The Western Journal of Black Studies, 17* (4), 219-226.

Obiakor, F.E., & Stile, S.W. (1994). *Self-concepts of exceptional learners: Current perspectives for educators* (Rev. Printing). Dubuque, IA: Kendall/Hunt.

U.S. DEPARTMENT OF EDUCATION

NATIONAL INSTITUTE OF EDUCATION

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

REPRODUCTION RELEASE (Specific Document)

I. DOCUMENT IDENTIFICATION

Title: MULTICULTURALISM IN THE UNIVERSITY CURRICULUM: INFUSION FOR WHAT?

Author(s): FESTUS E. OBIAKOR, Ph.D.

Corporate Source (if appropriate): _____

Publication Date: _____

II. REPRODUCTION RELEASE

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche and paper copy (or microfiche only) and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the options and sign the release below.

CHECK HERE ➧ [X] Microfiche (4" x 6" film) and paper copy (8½" x 11") reproduction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

[PERSONAL NAME OR ORGANIZATION AS APPROPRIATE]

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OR [ ] Microfiche (4" x 6" film) reproduction only

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

[PERSONAL NAME OR ORGANIZATION AS APPROPRIATE]

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed in both microfiche and paper copy.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction of microfiche by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

SIGN HERE ➧

Signature: [signature] Printed Name: FESTUS E. OBIAKOR, Ph.D.

Organization: EMPORIA STATE UNIVERSITY, EMPORIA, KANSAS Position: ASSOCIATE PROFESSOR

Address: DIV. OF PSYCH. & SPEC. EDUC. EMPORIA STATE UNIVERSITY Tel. No: (316) 341-5864

EMPORIA, KANSAS Zip Code: 66801 Date: 12-12-94

III. DOCUMENT AVAILABILITY INFORMATION (Non-ERIC Source)

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS.)

Publisher/Distributor: _____

Address: _____

Price Per Copy: _____ Quantity Price: _____

IV. REFERRAL TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

_____

_____